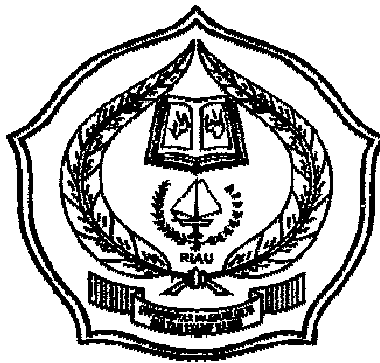


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STUDENTS OF ISLAMIC JUNIOR HIGH
SCHOOL (MTs) AL-AZHAR
DAYUN – SIAK**



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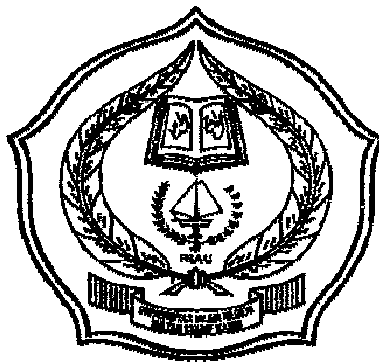
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AND YES/NO QUESTIONS AT THE SECOND YEAR
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DAYUN – SIAK**

Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



By

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ABSTRACT

Auliya Alifatun Nisak (2010): The Students' Proficiency in Using Wh-Questions and Yes/No Questions at the Second Year Students of Islamic Junior High School (MTs) Al-Azhar Dayun-Siak.

In the globalization era, English is used for international language. All countries regard English as an important means of communication for international relationship. Thus, in Elementary, Junior High School, and Senior High School, English has been taught for several years.

The subject of this research was the second year students of Islamic Junior High School (MTs) Al-Azhar Dayun-Siak and the object was students' proficiency in using wh-questions and yes/no questions. The total of populations was 30 students as sample is all of the populations.

Based on the research, the writer found that most of students' proficiency in using wh-questions and yes/no questions was still less. This problem caused some factors. For example, the students did not know how to use question sentences properly, the students did not know how to make English questions. So, the writer is interested in carrying out the research about this problem.

In collecting the data, writer used test and questioner. To analyze the data in order to get description of the students' score, the writer used formula as follows:

$$P = \frac{F}{N} \times 100 \%$$

Based on the data analysis, the average of students' proficiency in using wh-questions and yes/no questions at second year students of Islamic Junior High School (MTs) Al-Azhar Dayun-Siak is less because average level is 48% which is located at the category less level (40 – 55 %).

ABSTRAK

Auliya Alifatun Nisak (2010): Keahlian Siswa dalam Menggunakan *Wh-Questions* dan *Yes/No Questions* pada Siswa-Siswa Kelas Dua MTs. Al-Azhar Dayun–Siak.

Dalam era globalisasi ini, Bahasa Inggris digunakan sebagai bahasa internasional. Semua Negara merasa Bahasa Inggris merupakan hal yang penting dalam berkomunikasi untuk hubungan secara Internasional. Bahasa Inggris sudah diajarkan mulai SD, SMP, dan SMA.

Subjek penelitian ini adalah siswa kelas dua MTs. Al-Azhar Dayun – Siak dan objeknya adalah keahlian siswa dalam menggunakan *wh-questions* dan *yes/no questions*. Jumlah populasi penelitian ini adalah 30 siswa dan semua dijadikan sebagai sampel.

Berdasarkan penelitian, penulis menemukan masih banyak keahlian siswa dalam menggunakan *wh-questions* dan *yes/no questions* masih lemah. Hal ini disebabkan oleh beberapa faktor. Sebagai contoh, siswa tidak tahu bagaimana membuat pertanyaan dalam Bahasa Inggris. Maka penulis tertarik untuk meneliti tentang masalah ini.

Dalam mengumpulkan data, penulis menggunakan test dan angket. Untuk menganalisa data dalam mendapatkan gambaran nilai siswa penulis menggunakan rumus sebagai berikut:

$$P = \frac{F}{N} \times 100 \%$$

Berdasarkan analisa data tersebut, nilai rata-rata keahlian membuat pertanyaan siswa kelas dua MTs. Al-Azhar Dayun – Siak adalah kurang karena rata-rata nilai mereka adalah 48% yang terletak pada kategori kurang (40% - 50%).

ملخص

أوليا ألفة النساء (٢٠١٠): مهارة التلاميذ في استعمال Wh-Questions و Yes/No Questions لتلاميذ فصل الثانى بالمدرسة الثانوية الأزهر دايون سيالك.

في هذا العصر الجملي أن اللغة الإنجليزية تستعمل كاللغة العالمية. وكل بلدان يشعرون أن اللغة الإنجليزية ضرورية في الحوار لمعاملة العالمية. و أيضا أن اللغة الإنجليزية قد درست منذ المدرسة الابتدائية والثوية والعالية.

وشخص البحث هو تلميذ فصل الثانى في المدرسة الثانوية الأزهر دايون سيالك، وموضوعه مهارة التلميذ في استعمال Wh-Questions و Yes/No Questions. وعدد أعضاء البحث ثلاثون تلميذا وكلهم عينة.

ومن خلفية البحث وجدت الباحثة أن أكثر مهارتهم ضعيف عند استعمال Wh-Questions و Yes/No Questions. وتسبب من العوامل الآتية، أن تلميذ لا يعرف كيف صنع السؤال باللغة الإنجليزية. ومنها رغبت الباحثة لبحث هذه المشكلة.

واستعملت الباحثة الإمتحان والإستبيان في جمع البيان. ولتحليل البيان في معرفة تصور نتيجة التلميذ واستعملت الرمز كما يلي:

$$P = \frac{F}{N} \times 100\%$$

ومن تحليل البيان السابق أن نتائج مستوى المهارة في صنع السؤال لتلميذ فصل الثانى بالمدرسة الثانوية الأزهر دايون سيالك هو ضعيف لأن مستوى نتائجهم هو 48% الموضوع في نوع ضعيف (40%-50%).

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CHAPTER I

INTRODUCTION

A. The Background

English is one of the foreign languages used by people in the world. It plays an important role because English is an international language used by many people when they come to other countries in which English as the native language of the countries. Besides, it also aims to make good relationship with other nations in this world. In accordance with the importance of English language mentioned above, it is hoped that Indonesians would improve their knowledge and skill in English.

Based on the fact above, Indonesian government through its National Education Department and decided that English language is one of the compulsory subjects that should be taught to the students in Indonesia. In line with it, the teaching of English in Indonesian school is based on the school curriculum. It was made based on the needs each level of education. English is one of tools to communicate orally and in writing. Ability to communicate is the ability to understand and produce spoken text or written to be realized in the four language skills, that is listening, speaking, reading and writing. Therefore, the English subjects are directed to develop these skills for graduates able to communicate in English at a certain level of literacy.

The level of literacy includes performative, functional, informational, and epistemic. In the performative level, people are able to read, write, listen, and

speak with the symbols used. At the functional level, people are able to use language for survival purpose, to communicate for daily needs such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level people are able to express knowledge into the target language (Kalayo, 2007).

Teaching English at MTs/SMP is focus on fluency not accuracy that requires the students to be able to communicate in English fluently. Wh-questions and yes/no questions are part of grammar, meanwhile grammar is one of the language components which must be taught to the students in order that the students understand how to make sentences in English such as how to make question sentences.

Wh-questions are used to gain detail information about something. According to Krohn (1970:30), wh-question is a question, which needs information as the answer, and it usually has a question word in it. Not only use wh-question to make question but also we are able to use yes/no question. According to Azar (1989:A8), yes/no question is a question that may be answered by Yes or No.

There are so many rules or patterns in English grammar; one of them is in making question sentences. In our life, someone always asks questions to get information. In making question, students often misconstrue the question sentence itself. For example, when they make question to their teacher or friends, they produce such wrong question sentences as follows: “What you mean?” instead of “What do you mean?” To ensure them of one’s statement, and “are you

understand?” instead of “Do you understand?” or in asking one’s name in spoken sentence they say, “Who is your name?” instead of “What is your name?”.

Teaching wh-questions and yes/no questions are very essential because to get information and making question we need the ways to ask. If the teacher does not teach it, so it makes the students unable to make question or asking about something. In this case, the students are hoped to have proficiency in using wh-questions and yes/no questions.

Based on the writer’s observation at the second year of MTs. Al-Azhar Dayun - Siak, such errors are commonly found in the teaching learning process. It is probably due the fact that system of English is very different from Indonesian. In Indonesian, for example, there is no significant agreement between a subject and predicate, tenses, and pluralism. On the other hand, those aspects of language exist in English.

MTs. Al-Azhar Dayun - Siak is one of the Islamic Junior High School (MTs) in Riau province, exactly located in Dayun Sub district. English is also taught as one of primer subject and tested nationally in National Examination. The curriculum used is KTSP (Educational Unit Level Curriculum) in which school or an institution has authority to implement system in learning and teaching activity for particular lesson or subject. According to the 2006 School Based Curriculum English, learning English for the second year students at this school are targeted in order that learners can achieve the functional level that is to develop the communication competence in oral and written form to reach the level of functional literacy. The level of functional literacy is the level for Junior High School students where the students are prepared to be able to use language for

survival purpose, to communicate for daily needs such as reading newspapers, manuals or instructions. In the KTSP, one of the based competence of learning English for the second year students is to reveal the meaning in transactional and interpersonal by using the variety of spoken language accurately, fluently, and thankful to interact with the surrounding environment.

In MTs Al-Azhar Dayun - Siak, English is taught 4 hours in a week. Although this subject has been taught, the students' proficiency in using wh-questions and yes/no questions is still low.

In this case, the writer found some symptoms as follows:

1. Most of the students do not know the meaning of wh-questions and yes/no questions.
2. Most of the students have vocabulary, but they are not able to apply in using wh-questions and yes/no questions.
3. Most of the students do not know how to use question sentences correctly.
4. Most of the students are unable to express their questions in English.

Based on the symptoms that the writer has found above and remembered about the importance of learning English, so the writer has been interested in doing a research entitled: **“The Students’ Proficiency in Using Wh-Questions and Yes/No Questions at the Second Year Students of Islamic Junior High School (MTs) Al-Azhar Dayun – Siak.”**

B. The Reason of Choosing the Tittle

1. The problems of the research was very interesting to be investigated in case of the proficiency of the second year students in using wh-questions

and yes/no question at Islamic Junior High School (MTs) Al-Azhar Dayun
- Siak.

2. The topic is relevant to the status of writer as one of the students of the English Education Department.
3. As far as the writer is concerned, this research title has never been raised by any researcher.

C. The Definition of the Term

In order to avoid misunderstanding and misinterpretation of the readers in reading this study, the writer would like to give the definition of the terms used.

1. Proficiency is able to do something well because of training and practice (Oxford Dictionary, 2005: 342). In this research, proficiency means someone is able to use wh-questions and yes/no questions well after he/she does a training and practice.
2. Wh-question is a question which needs information as the answer, and it usually has a question word in it (Krohn, 1970: 30).
3. Yes/no question is a question that may be answered by yes or no (Azar, 1989: A8).

D. The Problems

1. The Identification of the Problems

Based on the background and the phenomena above, the problems can be identified as follows:

1. Why do some of the students have vocabulary but they are not able to make question sentences?
2. Why do some of the students have vocabulary but they are not able to apply in using wh-questions and yes/no questions?
3. What the factors cause the students make some mistakes in using wh-questions and yes/no questions?
4. Why are some of the second year students unable to formulate and respond yes/no questions and wh-questions even though they have learned grammar in English class?
5. What is students' proficiency in using wh-questions and yes/no questions?

2. The Limitation of the Problem

Because of the problems above, so the writer will limit the problems as follows:

1. The students' proficiency in using wh-questions.
2. The students' proficiency in using yes/no questions.
3. The factors influence students' proficiency in using wh-questions and yes/no questions.

3. The Formulation of the Problem

The problems to be discussed in this research can be formulated as in the following questions:

1. How is the students' proficiency in using wh-questions?
2. How is the students' proficiency in using yes/no questions?

3. What factors influence students' proficiency in using wh-questions and yes/no questions?

E. The Objective and Significant of the Research

1. The Objectives of the research

- a. To find out the students' proficiency at the second year students of Islamic Junior High School (MTs) Al-Azhar Dayun - Siak in using wh-questions.
- b. To find out the students' proficiency at the second year students of Islamic Junior High School (MTs) Al-Azhar Dayun - Siak in using yes/no questions.
- c. To obtain the factors that influence students' proficiency at the second year students of Islamic Junior High School (MTs) Al-Azhar Dayun - Siak in using wh-questions and yes/no questions.

2. The Significant of the Research

The writer hopes that the findings of this study will provide contribution and benefit information to:

- a. The teachers, particularly the English teachers of Islamic Junior High School (MTs) Al-Azhar Dayun – Siak, recognize the students' proficiency in using wh-questions and yes/no questions sentences;

therefore, the teachers can give more explanation, more attention, and more training to the students in using good question sentences.

- b. The students of Islamic Junior High School (MTs) Al-Azhar Dayun - Siak can enlarge their knowledge in using good questions sentences.
- c. Readers may know the proficiency level of the second year students of Islamic Junior High School (MTs) Al-Azhar Dayun Siak in using wh-questions and yes/no questions.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. The Literature Review

1. The Definition of Proficiency

Proficiency is able to do something well because of training and practice (Oxford Dictionary, 2005: 342). According to Richards *et al* (1999: 204), proficiency means a person's skill in using a language for a specific purpose. Based on the statements above, the writer concludes that proficiency is the final acquisition of something after attending the process. It means that proficiency is the ability of understanding about something. It refers to the result of the students after he/she got some experiences through learning, training, and practice.

2. The Definition of Question

Question sentence is a sentence which is used to get response of the answer (Cook, 1972, in Eva Agustin, 2003:7). According to (Wilson, 1997, in Rosita Wati, 2007:14), the art of asking a question is one of the basic skills of good teaching. He believes that knowledge and awareness were an intrinsic part of each learner. Thus, in exercising the craft of good teaching an educator must reach into the learner's hidden levels of knowing and awareness in order to help the learner reach new levels of thinking. Through the art of thoughtful questioning, teachers can extract not only factual information, but also aid learners in connecting concepts,

making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding. Teacher may improve their questioning proficiency by practicing asking different types of questions.

3. Types of Question

In general there are three types of Question in English. Yes/no Questions, Tag questions and wh-questions (Frank, 1972:88).

a. Yes/no Questions

These are simple questions which answer with yes or no as a response.

For example:

Question: Did Marry arrive late?

Answer : Yes, she did.

Question: Did Marry arrive late?

Answer : No, she didn't

b. Tag questions

The tag question is a question added at the end of a sentence.

For example:

Question: There still some bread left, isn't there?

Answer : Yes, there is

Question: It's not raining, is it?

Answer : No, it isn't.

c. Interrogative-Word Questions

The Interrogative-Word question (Wh-question) is a type of question asking for more detail information. Yes or no answers are not appropriate to response wh-questions.

Wh-question consists of:

Questions	Indicates
What	Object/idea/Action
Which	Choice of alternatives
When	Time
Where	Place
Why	Reason
Who	Person
How	Manner

4. Wh-Questions

Wh-Questions are used to gain detail information about something. In this case, the writer also focused her study in wh -questions as being compared with yes/no questions in relation to students' proficiency in writing these two types of questions. The reason for choosing wh-question

is because this question is used to dig more detail information about someone or something. In the following the writer will explain some characteristics of wh-questions.

5. The Characteristics of Wh-Questions

Wh-Questions have several characteristics as follows (Frank, 1972:91-92):

a. Using What

“What” is used as the subject of a question. It refers to things.

For example: What made him stressed?

“What” is also used as an object.

For example: What does she read?

b. Using Which

The question of “which” is used for asking choice.

For example: Which novel do you like?

Which countries did he visit?

c. Using When

The question of “when” is used to ask questions about time.

For examples: When do you want to do it?

When will we go?

d. Using Where

The question of “where” is use to ask questions about place.

For examples: Where did you see her?

Where did your mother buy the flower?

e. Using Why

It is more than other questions, because it produces the greatest responses. “Why” is used to ask for reasons. It asks the students to analyze and explain the topic. Furthermore; these questions help the students get more understanding of their topic.

For examples: Why do you come late?

Why did you do it?

f. Using Who

“Who” is used as the subject of a question. It refers to people. “Who” not only used for subject but also can be used for object in informal condition.

For example: Who comes here every day?

Who do you love?

g. Using How

“How” generally asks about manner or asking about how something happen.

For example: How does he go to school?

How does he drive?

6. Yes/No Questions

In this part, the writer explains more about yes/no questions. Yes/no Questions are used to gain information whether “yes” or “no”. The writer also focuses her study in yes/no question because this type of question is commonly occurred in the classroom (students’ questions), in books (as review of the content), or even in a test (including numerous questions). In the following, the writer will give detail information on yes/no questions.

7. The Characteristics of Yes/No questions

According to Pyle and Page (1995:92), here are the characteristics of yes/no questions:

- a. Yes/no questions are always answered with yes/no.

For example:

Question: “Will you come to my party tonight?”

Answer : “Yes, I will.”

- b. Yes/no answer is only used when there is auxiliary verb in the beginning of the sentence. They are: Am, Is, Are, Was, Were, Do, Does, Did, Have, Has, Had, Can, May, Must, Shall, will, Should, and Would.

For example:

Question : Were they absent yesterday?

Answer : Yes, they were

Question : May I open the door?

Answer : No, you may not

- c. Yes and no answer cannot be used in optional question (if there's word or in the question).

For examples:

Question : Is your father a teacher or lecturer?

Answer : He's a lecturer (✓)

Answer : Yes, he's a lecturer or No, he's not a teacher (X)

8. The Factors that Influence Students' Proficiency

The influence factors of the students' proficiency in using wh-questions and yes/no questions cannot be separated from influence factors of learning. Muhibbin Syah (2008: 132 – 139) said that there are several factors that can influence students' proficiency, they are:

a. Internal Factors

These factors come from the students themselves, which consist of physiological aspects (the organ of body) and psychological aspects such as intelligent, attitudes, interest, talent, and motivation.

b. External Factors

These factors consist of social environments such as family, teachers, administration staffs' society, friends, and non-social environments such as house, school, equipment, and atmosphere.

c. Approaches of Learning Factors

It consists of high approach (speculative and achieving), middle approach (analytical and deep), and low approach (reproductive and

surface). The effort itself that is influenced by motivation is the extent in which you make choices about the goal to pursue and the effort you will devote that pursuit. Besides, Muhibbin Syah (2008: 172) also points out that the factors that influence students' proficiency are not only caused by general factors, but also the factor that influence students' proficiency can be caused by specific factor that is psychological syndrome-learning disability.

B. The Relevant Research

The following are some of the researches conducted based on the students' ability in using wh-questions and yes/no question:

1. A research by Eva Agustin (2003), the research entitled *The Ability in Constructing Yes/No Questions and Information Question at the Second Year Students of State Islamic Junior High School (MTsN) Pekanbaru*. This research concerned with the ability of second year students of MTsN Pekanbaru in constructing yes/no questions and information questions. In her research, she discussed about; how good is the ability of the second year students of MTsN Pekanbaru in constructing interrogative sentences?, how good is the ability of second year students of MTsN Pekanbaru in constructing yes/no questions?, and she also discussed about how good is the ability

of second year students of MTsN Pekanbaru in constructing information question?. In this research the writer only took 20 % from 10 classes of them by using random sampling technique from 400 students. In her research she found out that information question is more difficult to be constructed by the students comparing to yes/no question. In her research, students' ability in constructing good questions sentences is fair to poor level.

2. A research by Neni Eva Efiyarni (2002), in her research she emphasized on *A Study on Ability in Using Question Word by the First Year Students of SMU N 1 Cirenti*. In her research, she only discussed how good is the ability in using question words of the first year students of SMU N 1 Cirenti. In her research, the writer only took 30 % from 3 classes of them by using random sampling technique from 120 students. So, the sample of this research were 40 students. In her research she found out the result of the test given is still low.

In this research, the writer is interested in investigating the research entitled "the students' proficiency in using wh questions and yes/no questions at the second year students of Islamic Junior High School (MTs) Al-Azhar Dayun - Siak. In this proposal, the writer formulates her research with three formulations; how is the students' proficiency in using wh-questions? How is

the students' proficiency in using yes/no questions? And what factors influence students' proficiency in using wh-questions and yes/no questions?

C. The Operational Concept

The operational concept is the concept used to give explanation on the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. This research is a descriptive research. Therefore it will be focused on gaining the description of the students' proficiency in using wh-questions and yes/no questions.

In analyzing the problem in this research, only one variable is used. The variable of this research is the students' proficiency in using wh-questions and yes/no questions. The variable can be measured from the indicators as follows:

1. The students are able to identify the suitable question sentences.
2. The students are able to use wh-questions from what, which, when, where, why, who, and how.
3. The students are able to use yes/no questions in simple present, simple past, and modal correctly.

To know the factors influencing the students' proficiency in using wh-questions and yes/no questions, the writer use questioner. The indicators are based on Muhibin Syah (2008:132-139). The indicators are as follow:

1. Internal Factors
 - a. Intelligence
 - b. Interest

- c. Attitudes
- d. Healthy
- e. Motivation

2. External Factors

- a. Teacher
- b. Facilities
- c. Environments

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

The location of this research is at MTs. Al-Azhar Dayun - Siak. It is located in Dayun Sub district. The reason why the writer choses this location is because wh-questions and yes/no questions subject are taught at Islamic Junior High School Al-azhar Dayun - Siak. The research was conducted on March until Mei 2010.

B. The Subject and the Object of the Research

1. The Subject

The subject of this research or the sources of data of this research was the second year students of Islamic Junior High School (MTs) Al-Azhar Dayun - Siak.

2. The Object

The object of this research was students' proficiency in using wh-questions and yes/no questions.

C. The Population and Sample

a. The Population

The population of this research was the second year students at Islamic Junior High School (MTs) Al-Azhar Dayun - Siak. The second year students at Islamic Junior High School (MTs) Al-Azhar Dayun - Siak

consisted of one class. The numbers of the population were 30 students.

For the specification of the population can be seen the table as follows:

Class	Population		
	Male	Female	Total
II	13	17	30

b. The Sample

The sample of this research was second year students of MTs. Al-Azhar Dayun – Siak. Since the member was not big, the writer took all the population as respondents or usually called by total sampling (Suharsimi, 2006:134).

D. The Research Design

This study is descriptive research. Gay (1978:11) says that the descriptive research involves collecting data to test hypothesis or to answers the question concerning the current status of the subject or the topic of study. This research consists of one variable that is the students' proficiency of the second year students of MTs Al-Azhar Dayun - Siak in using wh-questions and yes/no questions. This descriptive study tries to describe the students' proficiency in writing wh-questions and yes/no questions.

E. The Technique of the Data Collection

The technique of collecting the data plays an important role in conducting the study. The writer used two techniques.

1. Test

To determine students' proficiency, it could be seen from their score, it was gotten from the test. The writer gave 28 questions of wh - questions and 12 questions of yes/no questions. The highest score of the test was 100 (one hundred) and the lowest was 0 (zero).

2. Questionnaire

To look for the factors influenced students' proficiency in using wh-questions and yes/no questions, the writer proved to the second year students of MTs. Al-Azhar by distributing some questions.

The questions in this questionnaire described some problems as a hindrance progress or proficiency in using question sentences. The questionnaire dealt with respondents' opinions in responding to the following options:

- a. Always
- b. Often
- c. Sometime
- d. Seldom
- e. Never

The questionnaire distributed consisted of 10 questions, and all of them had been collected.

F. The Data Analysis Technique

To know the percentage of the classification of the students' proficiency in using wh-questions and yes/no questions, the test was calculated by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency

N = Number of students (Anas Sudijono, 2005:43)

To find out the mean score of the students of wh-questions and yes/no questions, the following formula was used:

$$M_x = \frac{\sum X}{N}$$

M = Mean Score

$\sum x$ = The summation of score

N = Number of cases (Anas Sudijono, 2005:82)

To categorize the level of the students' proficiency in using wh-questions and yes/no questions, the following scale was used:

a. 80 – 100	Excellent	
b. 66 – 79	Good	
c. 56 – 65	Enough	
d. 40 – 55	Less	
e. 0 – 39	Fail	(Suharsimi, 2008:245)

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

This research is focused on the descriptive study that describes the second year students' proficiency in using wh-questions and yes/no questions of MTs. Al-Azhar Dayun-Siak. In order to get the data that support this research, the writer used test and questioner. The test refers to the students' proficiency in using wh-questions and yes/no questions; while, questioner refers to the factors that influence students' proficiency in using wh-questions and yes/no questions. Furthermore, in this chapter, the writer presents the data about the test and questionnaire which has been collected from the second year students of MTs. Al-Azhar Dayun-Siak.

1. The Students' Proficiency in Using Wh-Questions and Yes/No Questions

The test used in this research refers to the students' proficiency in using wh-questions and yes/no questions. The test consisted of twenty eight (28) questions of wh questions and twelve (12) questions of yes/no questions. It was developed through the indicators of the operational concept. The students are asked to answer the questions by choosing the most correct one. The writer categorized them into five categories; excellent, good, enough, less, and fails. It focused on multiple choice tests.

In order to arrange the items of the test, the writer used the indicators as stated in chapter II. The results of the study are presented in tabular below:

TABLE IV.1
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHY"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	2	200
2.	75	5	375
3.	50	8	400
4.	25	13	325
5.	0	2	0
TOTAL		30	1300

The table shows that 2 students got score 0, 13 students got score 25, 8 students got score 50, 5 students got score 75, and 2 students got score 100.

TABLE IV.2
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHEN"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	1	100
2.	75	5	375
3.	50	12	600
4.	25	10	250
5.	0	2	0
TOTAL		30	1325

The table shows that 2 students got score 0, 10 students got score 25, 12 students got score 50, 5 students got score 75, and 1 student got score 100.

TABLE IV.3
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHERE"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	0	0
2.	75	5	375
3.	50	20	1000
4.	25	5	125
5.	0	0	0
TOTAL		30	1500

The table shows that 0 student got score 0, 5 students got score 25, 20 students got score 50, 5 students got score 75, and 0 student got score 100.

TABLE IV.4
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "HOW"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.T	100	2	200
2.	75	4	300
h 3.	50	17	850
e 4.	25	6	150
5.	0	1	0
TOTAL		30	1500

able shows that 2 students got score 0, 4 students got score 25, 17 students got score 50, 6 students got score 75, and 1 student got score 100.

TABLE IV.5
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHO"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	1	100
2.	75	4	300
3.	50	13	650
4.	25	9	225
5.	0	3	0
TOTAL		30	1275

The table shows that 1 student got score 0, 4 students got score 25, 13 students got score 50, 9 students got score 75, and 3 students got score 100.

TABLE IV.6
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHAT"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	1	100
2.	75	5	375
3.	50	19	950
4.	25	5	125
5.	0	0	0
TOTAL		30	1550

The table shows that 1 student got score 0, 5 students got score 25, 19 students got score 50, 5 students got score 75, and 0 students got score 100.

TABLE IV.7
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHICH"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	0	0
2.	75	6	450
3.	50	13	650
4.	25	8	200
5.	0	3	0
TOTAL		30	1300

The table shows that 0 student got score 0, 6 students got score 25, 13 students got score 50, 8 students got score 75, and 3 students got score 100.

TABLE IV.8
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING YES/NO QUESTIONS "PRESENT TENSE"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	2	200
2.	75	4	300
3.	50	21	1050
4.	25	3	75
5.	0	0	0
TOTAL		30	1625

The table shows that 2 students got score 0, 4 students got score 25, 21 students got score 50, 3 students got score 75, and 0 student got score 100.

TABLE IV.9
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING YES/NO QUESTIONS "PAST TENSE"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	2	200
2.	75	3	225
3.	50	17	850
4.	25	5	125
5.	0	3	0
TOTAL		30	1400

The table shows that 2 students got score 0, 3 students got score 25, 17 students got score 50, 5 students got score 75, and 3 students got score 100.

TABLE IV.10
THE TOTAL FREQUENCY OF STUDENTS' PROFICIENCY IN
USING YES/NO QUESTIONS "MODAL"

NO	SCORE (x)	FREQUENCY (F)	TOTAL (Fx)
1.	100	2	200
2.	75	5	375
3.	50	19	950
4.	25	4	100
5.	0	0	0
TOTAL		30	1625

The table shows that 2 students got score 0, 5 students got score 25, 19 students got score 50, 4 students got score 75, and 0 student got score 100.

2. The Factor that Influence Students' Proficiency in Using Wh-Questions and Yes/No Questions.

In this part, the writer gave questionnaire consisting of twenty (20) items to the students. It was used to know the factors that influence students' proficiency in using Wh-Questions and Yes/No Questions. In answering each item of the questionnaire, the students were asked to choose the following options: always, often, sometimes, seldom, and never. The questionnaire covered both internal factors and external factors.

TABLE IV.11
STUDENTS' INTEREST IN LEARNING ENGLISH, ESPECIALLY
ABOUT WH-QUESTIONS AND YES/NO QUESTIONS

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	4	13.33
B	Often	8	26.67
C	Sometimes	15	50.00
D	Seldom	2	6.67
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 4 students (13.33) answered always, 8 students (26.67) answered often, 15 students (50.00) answered sometimes, 2 students (6.67) answered seldom, and 1 student (3.33) answered never. It means that students are sometimes interested in learning English, especially about Wh-Questions and Yes/No Questions.

TABLE IV.12
WH-QUESTIONS AND YES/NO QUESTIONS ARE EASY TO BE
UNDERSTOOD BY THE STUDENTS

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	2	6.67
B	Often	5	16.67
C	Sometimes	19	63.33
D	Seldom	3	10.00
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 2 students (6.67) answered always, 5 students (16.67) answered often, 19 students (63.33) answered sometimes, 3 students (10.00) answered seldom, and 1 student (3.33) answered never. It means that students are sometimes easy to understand wh-questions and yes/no questions.

TABLE IV.13
STUDENTS PROFICIENT THE USE OF EACH WH-QUESTIONS
AND YES/NO QUESTIONS

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	2	6.67
B	Often	8	28.67
C	Sometimes	14	46.67
D	Seldom	4	13.33
E	Never	2	6.67
TOTAL		30	100 %

Based on the table above, it can be seen that 2 students (6.67) answered always, 8 students (28.67) answered often, 14 students (46.67) answered sometimes, 4 students (13.33) answered seldom, and 2 students (6.67) answered never. It means that students sometimes master the use of each wh-question and yes/no question.

TABLE IV.14
THE IMPROVEMENT OF STUDENTS' KNOWLEDGE ABOUT
GRAMMAR BY READING ENGLISH GRAMMAR

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	1	3.33
B	Often	2	6.67
C	Sometimes	10	33.33
D	Seldom	15	50.00
E	Never	2	66.67
TOTAL		30	100 %

Based on the table above, it can be seen that 1 student (3.33) answered always, 2 students (6.67) answered often, 10 students (33.33) answered sometimes, 15 students (50.00) answered seldom, and 2 students (6.67) answered never. It means that students sometimes read English grammar book in order to improve their knowledge.

TABLE IV.15
TEACHER'S CLEAR EXPLANATION HELPS STUDENTS IN
MASTERING WH-QUESTIONS AND YES/NO QUESTIONS

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	22	73.33
B	Often	5	16.67
C	Sometimes	3	10.00
D	Seldom	0	0
E	Never	0	0
TOTAL		30	100 %

Based on the table above, it can be seen that 22 students (73.33) answered always, 5 students (16.67) answered often, 3 students (10.00) answered sometimes, 0 student (0) answered seldom, and 0 student (0) answered never. It means that the clear explanation of the teacher always helps the students in mastering wh-questions and yes/no questions.

TABLE IV.16
THE TEACHER USES APPROPRIATE METHOD IN TEACHING
WH-QUESTIONS AND YES/NO QUESTIONS

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	7	23.33
B	Often	20	66.67
C	Sometimes	1	3.33
D	Seldom	1	3.33
E	Never	1	3.33
TOTAL		30	100 %

Based on the table, it can be seen that 7 students (23.33) answered always, 20 students (66.67) answered often, 1 student (3.33) answered sometimes, 1 student (3.33) answered seldom, and 1 student (3.33) answered never. It means that the teacher often uses appropriate method in teaching wh-questions and yes/no questions.

TABLE IV.17
THE STUDENTS ASK THE TEACHER WHEN THEY DO NOT
UNDERSTAND THE MATERIAL

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	2	6.67
B	Often	5	16.67
C	Sometimes	15	50.00
D	Seldom	5	16.67
E	Never	3	10.00
TOTAL		30	100 %

Based on the table above, it can be seen that 2 students (6.67) answer always, 5 students (16.67) answer often, 15 students (50.00) answer sometimes, 5 students (16.67) answer seldom, and 3 student (10.00) answer never. It means that the students sometimes ask the teacher when they do not understand the material.

TABLE IV.18
THE STUDENTS ASK THEIR FRIEND WHEN THEY DO NOT
UNDERSTAND THE MATERIAL

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	2	6.67
B	Often	6	20.00
C	Sometimes	16	53.33
D	Seldom	5	16.67
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 2 students (6.67) answered always, 6 students (20.00) answered often, 16 students (53.33) answered sometimes, 5 students (16.67) answered seldom, and 1 student (3.33) answered never. It means that the students sometimes ask their friend when they do not understand the material.

TABLE IV.19
THE STUDENTS CONCENTRATE DURING THE TEACHING
AND LEARNING PROCESS

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	11	36.67
B	Often	15	50.00
C	Sometimes	2	6.67
D	Seldom	1	3.33
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 11 students (36.67) answered always, 15 students (50.00) answered often, 2 students (6.67) answered sometimes, 1 student (3.33) answered seldom, and 1 student (3.33) answered never. It means that the students often concentrate during teaching and learning process.

TABLE IV.20
THE STUDENTS REVIEW THE LESSON AT HOME

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	3	10.00
B	Often	6	20.00
C	Sometimes	10	33.33
D	Seldom	9	30.00
E	Never	2	6.67
TOTAL		30	100 %

Based on the table above, it can be seen that 3 students (10.00) answered always, 6 students (20.00) answered often, 10 students (33.33) answered sometimes, 9 students (30.00) answered seldom, and 2 students (6.67) answered never. It means that the students sometimes review their lesson at home.

TABLE IV.21
THE STUDENTS DO A TASK OR HOMEWORK THAT GIVEN BY THE
TEACHER

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	25	83.33
B	Often	3	10.00
C	Sometimes	2	6.67
D	Seldom	0	0
E	Never	0	0
TOTAL		30	100 %

Based on the table, it can be seen that 25 students (83.33) answered always, 3 students (10.00) answered often, 2 students (6.67) answered sometimes, 0 student (0) answered seldom, and 0 student (0) answered never. It means that the students always do a task or homework given by the teacher.

TABLE IV.22
PARENTS MOTIVATE THEIR CHILDREN
IN LEARNING ENGLISH

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	9	30.00
B	Often	16	53.33
C	Sometimes	2	6.67
D	Seldom	2	6.67
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 9 students (30.00) answered always, 16 students (53.33) answered often, 2 students (6.67) answered sometimes, 2 students (6.67) answered seldom, and 1 student (3.33) answered never. It means that parents often motivate their children in learning English.

TABLE IV.23
TEACHER MOTIVATES THEIR STUDENTS
IN LEARNING ENGLISH

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	18	60.00
B	Often	8	26.67
C	Sometimes	3	10.00
D	Seldom	1	3.33
E	Never	0	0
TOTAL		30	100 %

Based on the table above, it can be seen that 18 students (60.00) answered always, 8 students (26.67) answered often, 3 students (10.00) answered sometimes, 1 student (3.33) answered seldom, and 0 student (0) answered never. It means that teacher always motivates their students in learning English.

TABLE IV.24
THE FACILITIES AVAILABLE AT THE SCHOOL
SUPPORTS TEACHING AND LEARNING PROCESS,
ESPECIALLY FOR ENGLISH SUBJECT.

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	4	13.33
B	Often	5	16.67
C	Sometimes	15	50.00
D	Seldom	5	16.67
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 4 students (13.33) answered always, 5 students (16.67) answered often, 15 students (50.00) answered sometimes, 5 students (16.67) answered seldom, and 1 student (3.33) answered never. It means that the facilities available at the school sometimes support teaching and learning process, especially for English subject.

TABLE IV.25
THE GOOD LOCATION OF THE CLASS MAKES STUDENTS
FEEL COMFORTABLE TO STUDY

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	21	70.00
B	Often	7	23.33
C	Sometimes	2	6.67
D	Seldom	0	0
E	Never	0	0
TOTAL		30	100 %

Based on the table above, it can be seen that 21 students (70.00) answered always, 7 students (23.33) answered often, 2 students (6.67) answered sometimes, 0 student (0) answered seldom, and 0 student (0) answered never. It means that good location of the class always makes the students feel comfortable to study.

TABLE IV.26
THE GOOD RELATION BETWEEN TEACHER AND STUDENTS
MAKES STUDENTS FEEL COMFORTABLE TO STUDY

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	20	66.67
B	Often	6	20.00
C	Sometimes	2	6.67
D	Seldom	1	3.33
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 20 students (66.67) answered always, 6 students (20.00) answered often, 2 students (6.67) answered sometimes, 1 student (3.33) answered seldom, and 1 student (3.33) answered never. It means that the good relation between teacher and students always makes students feel comfortable to study.

TABLE IV.27
THE LIMITATION OF ENGLISH GRAMMAR BOOK
INFLUENCES THE STUDENTS IN MASTERING GRAMMAR

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	4	13.33
B	Often	12	40.00
C	Sometimes	10	33.33
D	Seldom	3	10.00
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 4 students (13.33) answered always, 12 students (40.00) answered often, 10 students (33.33) answered sometimes, 3 students (10.00) answered seldom, and 1 student (3.33) answered never. It means that the limitation of English grammar book often influences the students in mastering grammar.

TABLE IV.28
OBSTACLE OF HEALTH INFLUENCES
STUDENTS' CONCENTRATION

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	16	53.33
B	Often	10	33.33
C	Sometimes	3	10.00
D	Seldom	1	3.33
E	Never	0	0
TOTAL		30	100 %

Based on the table above, it can be seen that 16 students (53.33) answered always, 10 students (33.33) answered often, 3 students (10.00) answered sometimes, 1 student (3.33) answered seldom, and 0 student (0) answered never. It means that obstacle of health sometimes influences students' concentration.

TABLE IV.29
ACTIVITY IN THE SOCIETY DISTURBS
STUDENTS' LEARNING

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	14	46.67
B	Often	11	36.67
C	Sometimes	3	10.00
D	Seldom	1	3.33
E	Never	1	3.33
TOTAL		30	100 %

Based on the table above, it can be seen that 14 students (46.67) answered always, 11 students (36.67) answered often, 3 students (10.00) answered sometimes, 1 student (3.33) answered seldom, and 1 student (3.33) answered never. It means that activity in the society always disturbs their study.

TABLE IV.30
STUDENTS FOLLOW THE MATERIAL DURING TEACHING
AND LEARNING PROCESS

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	19	63.33
B	Often	8	26.67
C	Sometimes	2	6.67
D	Seldom	1	3.33
E	Never	0	0
TOTAL		30	100 %

Based on the table above, it can be seen that 19 students (63.33) answered always, 8 students (26.67) answered often, 2 students (6.67) answered sometimes, 1 student (3.33) answered seldom and 0 student (0) answered never. It means that students always follow the material during teaching learning process.

B. The Data Analysis

This study is intended to see the second year students of MTs. Al-Azhar Dayun-Siak concerning with their proficiency in using wh-questions and yes/no questions.

As it is written in chapter III that the collected data is analyzed using qualitative descriptive with percentage. The percentage of the students' proficiency was analyzed using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency

N = Number of students (Anas Sudijono, 2005:43)

Then, to interpret the level of the students' proficiency in using wh-questions and yes/no questions the writer searched based on the scale in the following table.

TABLE IV.31
THE CATEGORIZE OF SCORE

The Classification of Score	Categorize
80 – 100	Excellent
66 – 79	Good
56 – 65	Enough
40 – 55	Less
0 – 39	Fail

(Arikunto, 2008:245)

To get score of 0 – 100 about the students' proficiency, the writer used the following formula:

$$P = \frac{X}{N} \times 100 \%$$

P = Individual Score

X = The Number of Correct Answer

N = Number of students

(Wayan and Sumartana, 1983; in Hardi Sapitri, 2008:24)

To find out the mean score of the students' proficiency in using wh-questions and yes/no questions, the writer used the formula below:

$$M_x = \frac{\sum X}{N}$$

M = Mean Score

$\sum x$ = The summation of score

N = Number of cases (Anas Sudijono, 2005:82)

The score of the students' proficiency in using wh-question and Yes/No Question can be seen in appendix 3 and appendix 4. It can be seen that the highest score of students' proficiency in using wh-questions is 64.2, and the lowest score is 28.5; and the highest score of students' proficiency in using yes/no question is 75, and the lowest score is 33.3.

1. The Students' Proficiency in Using Wh-Question and Yes/No Questions

The following is the data analysis concerning with the students' proficiency of the second year students of MTs. Al-Azhar Dayun-Siak in using wh-questions and yes/no questions. Unfortunately, when the rough data were tabulated, the students' answers were fallen into categories of

excellent, good, enough, less, and fail. The result of the tabulated data is as follow:

TABLE IV.32
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN USING
WH-QUESTIONS "WHY"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	2	6.67 %
66 – 79	Good	5	16.67 %
56 – 65	Enough	8	26.67 %
40 – 55	Less	13	43.33 %
0 – 39	Fail	2	6.67 %
TOTAL		30	100 %

The table above shows that 2 or 6.67 % are at fail level, 13 or 43.33 % are at less level, 8 or 26.67 % are at enough level, 5 or 16.67 % are at good level, and 2 or 6.67 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the wh-questions form "why" is calculated as follows:

$$M_x = \frac{1300}{30} = 43.33$$

The mean score indicates that the students' proficiency in using wh-questions form "why" is less categories (40 – 55).

TABLE IV.33
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHEN"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	1	3.33 %
66 – 79	Good	5	16.67 %
56 – 65	Enough	12	40.00 %
40 – 55	Less	10	33.33 %
0 – 39	Fail	2	6.67 %
TOTAL		30	100 %

The table above shows that 2 or 6.67 % are at fail level, 10 or 33.33 % are at less level, 12 or 40.00 % are at enough level, 5 or 16.67 % are at good level, and 1 or 3.33 % is at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the wh-question form "when" is calculated as follows:

$$M_x = \frac{1325}{30} = 44.17$$

The mean score indicates that the students' proficiency in using wh-question form "when" is less categories (40 – 55).

TABLE IV.34
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHERE"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	0	0 %
66 – 79	Good	5	16.67 %
56 – 65	Enough	20	66.67 %
40 – 55	Less	5	16.67 %
0 – 39	Fail	0	0 %
TOTAL		30	100 %

The table above shows that 0 or 0 % are at fail level, 5 or 16.67 % are at less level, 20 or 66.67 % are at enough level, 5 or 16.67 % are at good level, and 0 or 0 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the wh-questions form "where" is calculated as follows:

$$M_x = \frac{1500}{30} = 50.00$$

The mean score indicates that the students' proficiency in using wh-questions form "where" is less categories (40 – 55).

TABLE IV.35
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "HOW"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	2	6.67 %
66 – 79	Good	4	13.33 %
56 – 65	Enough	17	56.67 %
40 – 55	Less	6	20.00 %
0 – 39	Fail	1	3.33 %
TOTAL		30	100 %

The table above shows that 1 or 3.33 % are at fail level, 6 or 20.00 % are at less level, 17 or 56.67 % are at enough level, 4 or 13.33 % are at good level, and 2 or 6.67 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the wh-questions form "how" is calculated as follows:

$$M_x = \frac{1500}{30} = 50.00$$

The mean score indicates that the students' proficiency in using wh-questions form "how" is less categories (40 – 55).

TABLE IV.36
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHO"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	1	3.33 %
66 – 79	Good	4	13.33 %
56 – 65	Enough	13	43.33 %
40 – 55	Less	9	30.00 %
0 – 39	Fail	3	10.00 %
TOTAL		30	100 %

The table above shows that 3 or 10.00 % are at fail level, 9 or 30.00 % are at less level, 13 or 43.33 % are at enough level, 4 or 13.33 % are at good level, and 1 or 3.33 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the wh-questions form "who" is calculated as follows:

$$M_x = \frac{1275}{30} = 42.50$$

The mean score indicates that the students' proficiency in using wh-questions form "who" is less categories (40 – 55).

TABLE IV.37
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHAT"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	1	3.33 %
66 – 79	Good	5	16.67 %
56 – 65	Enough	19	63.33 %
40 – 55	Less	5	16.67 %
0 – 39	Fail	0	0
TOTAL		30	100 %

The table above shows that 0 or 0 % are at fail level, 5 or 16.67 % are at less level, 19 or 63.33 % are at enough level, 5 or 16.67 % are at good level, and 1 or 3.33 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the wh-questions form "what" is calculated as follows:

$$M_x = \frac{1550}{30} = 51.67$$

The mean score indicates that the students' proficiency in using wh-questions form "what" is less categories (40 – 55).

TABLE IV.38
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING WH-QUESTIONS "WHICH"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	0	0 %
66 – 79	Good	6	20.00 %
56 – 65	Enough	13	43.33 %
40 – 55	Less	8	26.67 %
0 – 39	Fail	3	10 00 %
TOTAL		30	100 %

The table above shows that 3 or 10.00 % are at fail level, 8 or 26.67 % are at less level, 13 or 43.33 % are at enough level, 6 or 20.00 % are at good level, and 0 or 0 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the wh-questions form "which" is calculated as follows:

$$M_x = \frac{1300}{30} = 43.33$$

The mean score indicates that the students' proficiency in using wh-questions form "which" is less categories (40 – 55).

TABLE IV.39
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING YES/NO QUESTIONS "PRESENT TENSE"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	2	6.67 %
66 – 79	Good	4	13.33 %
56 – 65	Enough	21	70.00
40 – 55	Less	3	10.00
0 – 39	Fail	0	0
TOTAL		30	100 %

The table above shows that 0 or 0 % are at fail level, 3 or 10.00 % are at less level, 21 or 70.00 % are at enough level, 4 or 13.33 % are at good level, and 2 or 6.67 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the yes/no questions form "present tense" is calculated as follows:

$$M_x = \frac{1625}{30} = 54.17$$

The mean score indicates that the students' proficiency in using yes/no questions "present tense" is less categories (40 – 55).

TABLE IV.40
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING YES/NO QUESTIONS "PAST TENSE"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	2	6.67 %
66 – 79	Good	3	10.00 %
56 – 65	Enough	17	56.67 %
40 – 55	Less	5	16.67 %
0 – 39	Fail	3	10.00 %
TOTAL		30	100 %

The table above shows that 3 or 10.00 % are at fail level, 5 or 16.67 % are at less level, 17 or 56.67 % are at enough level, 3 or 10.00 % are at good level, and 2 or 6.67 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the yes/no questions form "past tense" is calculated as follows:

$$M_x = \frac{1400}{30} = 46.67$$

The mean score indicates that the students' proficiency in using yes/no questions "past tense" is less categories (40 – 55).

TABLE IV.41
CATEGORY LEVEL OF THE STUDENTS' PROFICIENCY IN
USING YES/NO QUESTIONS "MODAL"

Classification of Score Obtained	Categories	Frequency	Percentage
80 – 100	Excellent	2	6.67 %
66 – 79	Good	5	16.67 %
56 – 65	Enough	19	63.33 %
40 – 55	Less	4	13.33 %
0 – 39	Fail	0	0
TOTAL		30	100 %

The table above shows that 0 or 0 % are at fail level, 4 or 13.33 % are at less level, 19 or 63.33 % are at enough level, 5 or 16.67 % are at good level, and 2 or 6.67 % are at excellent level. To find out the average score of the students, the formula is:

$$M_x = \frac{\sum X}{N}$$

The mean score in answering the yes/no questions form "modal" is calculated as follows:

$$M_x = \frac{1625}{30} = 54.17$$

The mean score indicates that the students' proficiency in using yes/no questions "modal" is less categories (40 – 55).

TABLE IV.42
RATE PERCENTAGE OF THE SECOND YEAR STUDENTS' SCORES
OF INDICATOR THE PROFICIENCY IN USING WH-QUESTIONS AND
YES/NO QUESTIONS AT MTs. AL-AZHAR DAYUN-SIAK

Classification of score obtained	Categories	Frequency	Percentage
80 – 100	Excellent	13	4.38 %
66 – 79	Good	46	15.49 %
56 – 65	Enough	159	53.54 %
40 – 55	Less	68	22.89 %
0 – 39	Fail	11	3.70 %
TOTAL		297	100 %

Table IV.43 show us that there are 11 (3.70) of the respondents are at fail categories, 68 (22.89) of the respondents are at less categories, 159 (53.54) of the respondents are at enough categories, 46 (15.49) of the respondents are at good categories, and 13 (4.38) of the respondents are at excellent categories.

Finally, the writer calculates the rate percentage of the second year students' score of indicator the proficiency in using wh-question and yes/no question at MTs. Al-Azhar Dayun-Siak. The rate percentage is shown bellow:

$$\begin{aligned}
 & \frac{43.33 + 44.17 + 50.00 + 50.00 + 42.50 + 51.67 + 43.33 + 54.17 + 46.67 + 54.17}{10} \times 100 \\
 & = \frac{480.01}{10} \times 100 = 48.00 \%
 \end{aligned}$$

The average percentage of students' score is 48.00%. it means the students' proficiency in using wh-questions and yes/no questions at MTs. Al-Azhar Dayun Siak, is classified less. Because the average percentage is between

40 – 55%. It means the students' proficiency in using wh-question and yes/no questions is less category. Therefore, the result of teaching English grammar, especially about wh-questions and yes/no questions forms have not yet reached the target.

2. The Factors that Influence Students' Proficiency in Using Wh-Questions and Yes/No Questions

The following table is the data analysis concerning with the factors that influence the students' proficiency in using wh-questions and yes/no questions. The result of the tabulated data:

TABLE IV.43
THE RECAPITULATION OF THE FACTORS THAT INFLUENCE
STUDENTS' PROFICIENCY IN USING WH-QUESTIONS
AND YES/NO QUESTIONS

NO.	5		4		3		2		1		TOTAL	
	F	Score (%)	F	Score (%)	F	Score (%)	F	Score (%)	F	Score (%)	F	Score (%)
1.	4	13.33	8	26.67	15	50.00	2	6.67	1	3.33	30	100
2.	2	6.67	5	16.67	19	63.33	3	10.00	1	3.33	30	100
3.	2	6.67	8	26.67	14	46.67	4	13.33	2	6.67	30	100
4.	1	3.33	2	6.67	10	33.33	15	50.00	2	6.67	30	100
5.	22	73.33	5	16.67	3	10.00	0	0	0	0	30	100
6.	7	23.33	20	66.67	1	3.33	1	3.33	1	3.33	30	100
7.	2	6.67	5	16.67	15	50.00	5	16.67	3	10.00	30	100
8.	2	6.67	6	20.00	16	53.33	5	16.67	1	3.33	30	100
9.	11	36.67	15	50.00	2	6.67	1	3.33	1	3.33	30	100

10.	3	10.00	6	20.00	10	33.33	9	30.00	2	6.67	30	100
11.	25	83.33	3	10.00	2	6.67	0	0	0	0	30	100
12.	9	30.00	16	53.33	2	6.67	2	6.67	1	3.33	30	100
13.	18	60.00	8	26.67	3	10.00	1	3.33	0	0	30	100
15.	4	13.33	5	16.67	15	50.00	5	16.67	1	3.33	30	100
15.	21	70.00	7	23.33	2	6.67	0	0	0	0	30	100
16.	20	66.67	6	20.00	2	6.67	1	3.33	1	3.33	30	100
17.	4	13.33	12	40.00	10	33.33	3	10.00	1	3.33	30	100
18.	16	53.33	10	33.33	3	10.00	1	3.33	0	0	30	100
19.	14	46.67	11	36.67	3	10.00	1	3.33	1	3.33	30	100
20	19	63.33	8	26.67	2	6.67	1	3.33	0	0	30	100

Where: A = 5

B = 4

C = 3

D = 2

E = 1

Based on the recapitulation above (table IV.44), it can be concluded that the factors that influence students' proficiency in using wh-questions and yes/no questions at the second year students of MTs. Al-Azhar Dayun-Siak are described below:

a. Internal Factors:

1. Students sometimes interested in learning English (Table IV.11)
2. Students do not proficient fully the use of each wh-questions and yes/no questions (TableIV.13)
3. Students sometimes ask their friends when the material is difficult to be understood by them (Table IV.18)
4. Students sometimes review their lesson at home (Table IV.20)
5. Obstacle of health sometimes influences students' concentration (Table IV.28)

b. External Factors:

1. Facilities available at the school sometimes support teaching and learning activity, especially for English subject (Table IV.24)
2. The limitation of English grammar books often influences the students in mastering grammar (Table IV.27)
3. Activity in society always disturbs their study (Table IV.29)

CHAPTER V

THE CONCLUTION AND SUGGESTION

A. The Conclusion

Grammar is the rule that says how words change to show different meaning and how they are combined into sentences (Swan, 1980:524). Mastering grammar will be an excellent basis for good writing, speaking, and reading. Wh-questions and yes/no questions are one of the grammar materials.

These research purposes are to examine the students' proficiency in using wh-questions and yes/no questions at the second year of MTs. Al-Azhar Dayun-Siak and to know the factors that influence students' proficiency in using wh-questions and yes/no questions. Based on the finding in chapter IV, it can be concluded that the students' proficiency in using wh-questions and yes/no questions at the second year of MTs. Al-Azhar Dayun-Siak is classified into less level. It can be seen from the percentage, it is about 48.00 % of the respondents who got less level.

There are several factors that influence the students' proficiency in using wh-questions and yes/no questions. It is concluded as follows:

a. Internal Factors:

1. Students sometimes interested in learning English (Table IV.11)
2. Students do not proficient fully the use of each wh-questions and yes/no questions (TableIV.13)
3. Students sometimes ask their friends when the material is difficult to be understood by them (Table IV.18)

4. Students sometimes review their lesson at home (Table IV.20)
5. Obstacle of health sometimes influences students' concentration (Table IV.28)

b. External Factors:

1. Facilities available at the school sometimes support teaching and learning activity, especially for English subject (Table IV.24)
2. The limitation of English grammar books often influences the students in mastering grammar (Table IV.27)
3. Activity in society always disturbs their study (Table IV.29)

B. The Suggestion

After conducting this research and explaining the students' proficiency in using wh-questions and yes/no questions, in this case, the writer would like to suggest or deliver several suggestion for the English teacher and the students as follows:

1. For the Teachers
 - a. The teacher should create a good environment by applying various techniques in teaching English, especially for wh-questions and yes/no questions.
 - b. The teacher should have clear explanation about wh-questions and yes/no questions.
 - c. The teacher should give more exercise to improve students' proficiency in using wh-questions and yes/no questions.

- d. The teacher should have many programs and many things to manage and make the students feel interesting in the class.

2. For the Students

- a. The students have to give more attention to wh-questions and yes/no questions.
- b. Students should be able to manage their time to review their lesson at home.
- c. The students have to read and practice the material as frequently as possible.
- d. The students should be active in the class and always ask their teacher when the materials given are not understandable.
- e. The students should fully concentrate during the teacher's explanation.
- f. The students should improve their proficiency in English subject as to get the better result.

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- Appendix 4 The Students Score in Answering the Test
about Yes/No Questions

CURRICULUM VITAE



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Pada tahun 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan gelar Sarjana Pendidikan (S.Pd.) dengan judul karya ilmiah *"The Students' Proficiency in Using Wh-Questions and Yes/No Questions at the Second Year Students of Islamic Junior High School (MTs) Al-Azhar Dayun - Siak"* dengan Indeks Prestasi Sangat Memuaskan (3.01).

MOTTO "Jangan Berfikir Enaknya, tetapi Berfikirlah Baiknya"

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